

APPENDICES

Preliminary Study

Observation checklist:

No	TPR Method	Yes	No
1	Giving command to the 4 volunteers		✓
2	Checking the understanding of volunteers		✓
3	Giving command to all students	✓	
4	Students' showing their action without hesitation		✓
5	Giving series of command related to their daily activities	✓	

No	Teaching Media	Yes	No	Note
1	Visual	✓		
2	Audio			
3	Audiovisual	✓		

Observation Notes:

Pre-teaching:

- The teacher used English when introduce herself so, the students hesitated to answer because they did not understand the meaning.
- There was a hyperactive student and wander around in the class while the teacher explained practiced an opening song. therefore, the teacher chose him to come forward and lead his friend.

Whilst-teaching:

1. The teacher less in repeating the instruction
2. The teacher should use bilingual when explained the lesson and instruction of game to make the students understood.
3. The students really paid attention when the teacher used animation song (Halloween ABC).
4. The teacher used audiovisual media; video song.
5. The teacher used visual media; flashcard and picture
6. There was a student who could not leave his mother and he wanted his mother accompanied him in the class.

Post-teaching:

The students sang closing song. They just knew the song so, they hesitated when sang the song with movements.

Cycle 1: Meeting 1

Observation checklist:

No	TPR Method	Yes	No
1	Giving command to the 4 volunteers		✓
2	Checking the understanding of volunteers	✓	
3	Giving command to all students	✓	
4	Students' showing their action without hesitation		✓
5	Giving series of command related to their daily activities	✓	

No	Teaching Media	Yes	No	Note
1	Visual	✓		
2	Audio	✓		
3	Audiovisual	✓		

Observation Notes:

Pre-teaching:

- The students could respond to what the teacher said but still doubt. The teacher said “how are you” also “*apa kabar anak-anak?*”
- The teacher always reminded the students an opening song. However, the students still hesitated show their movements.
- The students seemed to not understand on what the teacher was saying (in English).
- The teacher should use bilingual and gesture to interest the students.

Whilst-teaching:

1. The teacher did not use schemata building to measure the knowledge of the students about body parts in the first step.
2. There were some students active in responding to what the teacher said although they still doubt to answer.
3. The sitting model used by the teacher was not effective because there were 2 rows in the middle. The students could not free to watch what was happening in front of the class.
4. The teacher made some pronunciations mistake. It was better to have micro teaching before starting the class.
5. The teacher should have a song that was related to stand up, make a circle, and play a game in order to make the students are interested.
6. The teacher did not apply the appropriate movements based on the first video song “Connected to my heart”.

Post teaching:

1. The students and teacher concluded the lesson.
2. The students sang closing song with movement.

Cycle 1: Meeting 2

Observation checklist:

No	TPR Method	Yes	No
1	Giving command to the 4 volunteers	✓	
2	Checking the understanding of volunteers	✓	
3	Giving command to all students	✓	
4	Students' showing their action without hesitation		✓
5	Giving series of command related to their daily activities	✓	

No	Teaching Media	Yes	No	Note
1	Visual	✓		
2	Audio		✓	
3	Audiovisual	✓		

Observation Notes:

Pre-teaching:

- There was a student who wanted come forward and lead her friends to sing the opening classroom song.
- The students were active in responding to what the teacher said.
- They could respond some commands and instructions when the teacher said in English.

Whilst-teaching:

1. The teacher started the the class by singing an introduce song. Amazingly, the students knew their friends' name and teachers' name.
2. The students and teachers wore training and shirts. The teacher told them that they will go outside to shake their bodies.
3. The teacher gave example "walking,walking" song while the students lined up to go outside.
4. The students sang "walking, walking" song.
5. The students were active and happy.
6. The teacher used less English and there were some pronunciations mistake.
7. The flashcards were good but it was better if the teacher gave spelling below the picture.

Post-teaching:

The students make a circle and sang a closing song with movements.

Cycle 2: Meeting 1

Observation checklist:

No	TPR Method	Yes	No
1	Giving command to the 4 volunteers	✓	
2	Checking the understanding of volunteers	✓	
3	Giving command to all students		✓
4	Students' showing their action without hesitation	✓	
5	Giving series of command related to their daily activities	✓	

No	Teaching Media	Yes	No	Note
1	Visual	✓		
2	Audio	✓		
3	Audiovisual	✓		

Observation Notes:

Pre-teaching:

- The teacher asked about the students' feeling and they responded it in English by saying "fine". The students could respond to what the teacher said in English.
- The students remembered all the lyrics of opening song and the movements.
- There was a students who was sick but he came to the class. Teachers and astudents gave him encouragement by saying "Get well soon Adi".

Whilst-teaching:

1. In the matching picture activity, some of the students waited for a quite time to get their turned to be asked.
2. Try to involve all students when asking instead of having one-by-one turn.
3. The teacher should create 5 different sections helped by co-teachers. It will be faster and engaging all students, minimizing time, and allowing more English exposure to the students.

Post-teaching:

1. The students raised their hands enthusiastically when the teacher asked some questions related on the lesson "My Family".
2. The students had a homework; they had to make a video about their activities with one of family members. This homework aimed to know their compactness with their family.

Cycle 2: Meeting 2

Observation checklist:

No	TPR Method	Yes	No
1	Giving command to the 4 volunteers	✓	
2	Checking the understanding of volunteers	✓	
3	Giving command to all students	✓	
4	Students' showing their action without hesitation	✓	
5	Giving series of command related to their daily activities	✓	

No	Teaching Media	Yes	No	Note
1	Visual	✓		
2	Audio	✓		
3	Audiovisual	✓		

Observation Notes:**Pre-teaching:**

- The students watched animated song before starting the class while they waited their friends.
- The students did not hesitate to sing an opening song with movements.

Whilst-teaching:

1. Very good. All students were involve in all activities.
2. The students were active in responding to what teacher said.
3. The students were brave and confident to come forward.
4. The students did not hesitate when lead their friends in front of the class.

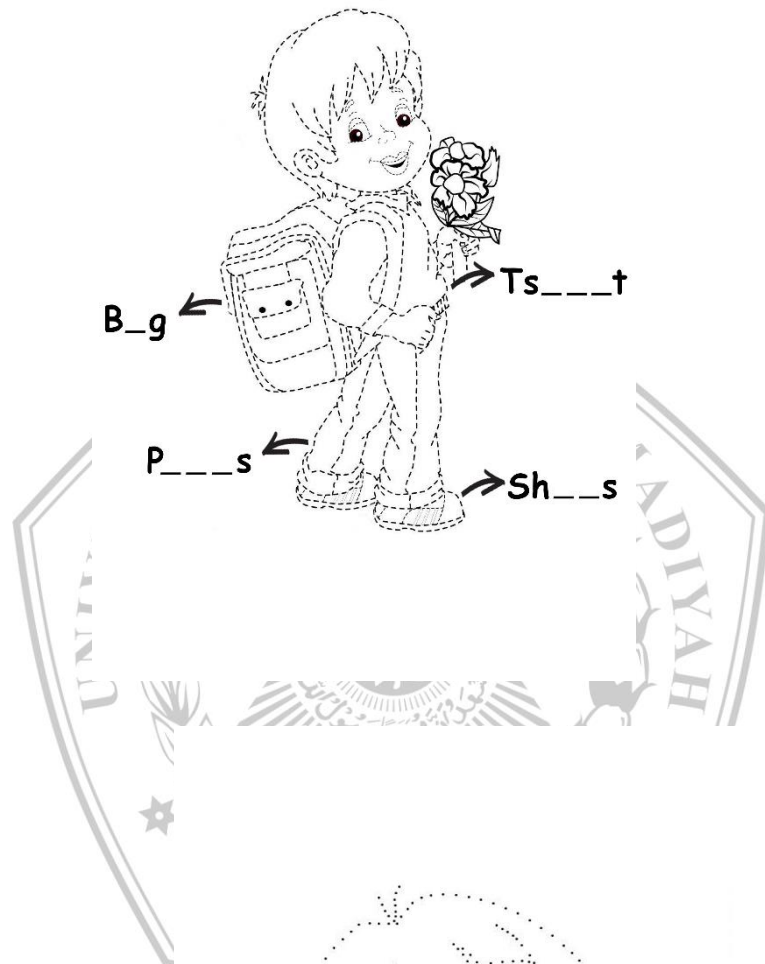
Post-teaching:

1. The students raised their hands enthusiastically when the teacher asked some questions related on the lesson “My feelings and emotions”.
2. The students remembered the closing song and they sang the song with movement without doubt

- Preliminary Test

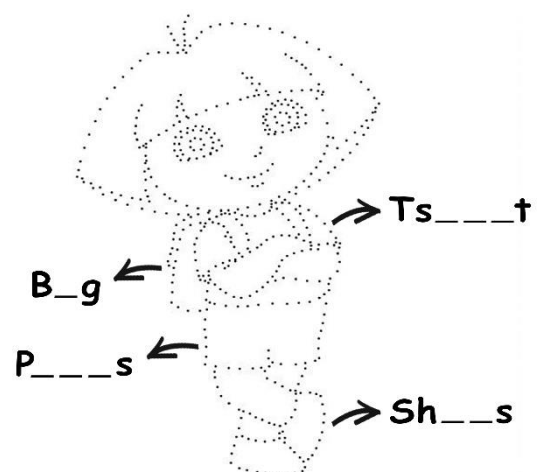
Name : _____

Class : _____



B_g ← → Ts__t

P__s ← → Sh__s



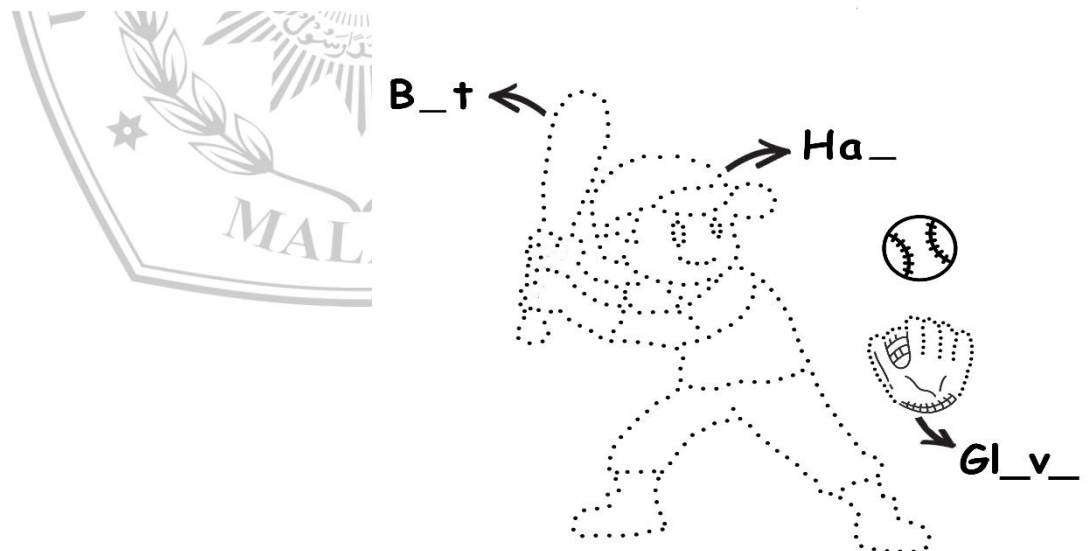
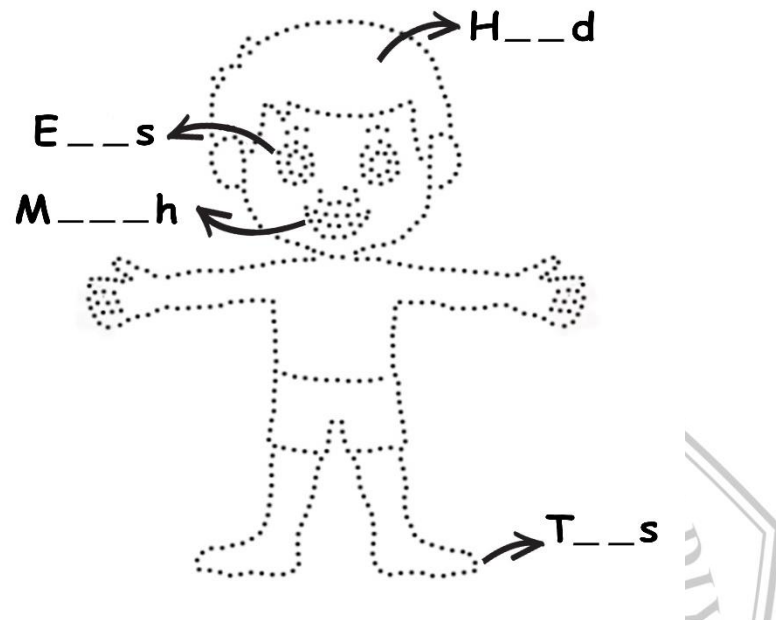
B_g ← → Ts__t

P__s ← → Sh__s

- Post Test cycle 1

Name : _____

Class : _____



B__S__B__LL

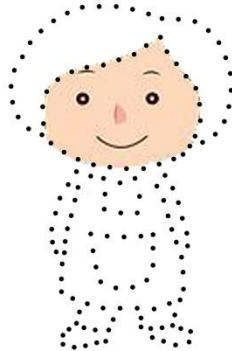
- Post Test Cycle 2

Name : _____

Class : _____



F_th_r



M_th_r



S_st_r



Br_th_r

Name : _____

Class : _____



Sm_l_



H_ppy



S_d



_ngry

Interview guide:

- The subject of this interview were EYL teacher 2018 in grade 1, EYL teachers 2019 in grade 1, and supervisor.
 1. Before teaching grade 1, the researcher interviewed teacher EYL 2018: The interview was conducted on March 14, 2019

Note:

R: Researcher

T: Teacher

R: “What are the obstacles in teaching grade 1?”

T: “The obstacles faced by us when teaching the grade 1 such as they were hyperactive, they wander around while the teacher explained. However, there were students who were not confident to come forward. Sometimes, there were students did not want to play with their friends but they could do the task in the class”.

R: “What about their vocabularies? Were they in advance level or basic?”

T: “The vocabulary that they knew were still limited and of course in basic level”.

R: “Did you use media for teaching them? What media that you used?”

T: “Yes, we only used song. For animated song, we used pinkfong commonly”.

R: “What about their responds? Did all students involve to move their bodies?”

T: “Only some students involved to move their bodies”.

1. Preliminary study: The interview was conducted on October 20, 2019

The researcher interviewed the co-teachers and supervisor:

R: Researcher

T: Teachers

S: Supervisor

R: “How was the teacher in teaching?”

S: “The main teacher who taught the students was good. She was confident and could control the class in the first meeting. However, there were some evaluations”.

R: “What the evaluations for today?”

S: “First, the main teacher used less bilingual so, the students did not seem to understand yet to what the teacher said because this is the first meeting. Second, the main teacher less in repeating the instructions so, sometimes the students confused. It was better if the teacher used bilingual on the next meeting and she more repeated the instruction until the students understood”.

R: “What about students’ vocabularies? Were they in advance level or basic?”

Co: “They could not understand yet some vocabularies in English. Perhaps, this is their first meeting so, they just knew each other. There was student who wander around in the class but the teacher could control it. It was good asked him to come forward and became a leader”.

R: “What the appropriate media for teaching grade 1?”

Co: “It was better used another animated song that was more colorful and simple”.

2. Cycle I: Meeting 1: The interview was conducted on October 27, 2019

The researcher interviewed the teacher, co-teachers and supervisor:

R: Researcher

T: Teachers

Co: Co-teachers

S: Supervisor

R: “How was the teacher in teaching?”

S: “It was good. The main teacher was confident and could handle the students. However, there were some evaluations”.

R: “What the evaluations for today?”

S: “First, the main teacher did not use schemata building to measure the knowledge of the student about the lesson. Second, it was better if the “U” sitting model used only one row to make the students watched clearly in front of the class. Third, the teacher did not use familiar song and simple song at the beginning. Next, the teacher should use song to give commands so, the students were interested and followed the instruction. Moreover, the teacher did some pronunciations mistake”.

R: “What about students’ vocabularies? Were they improve their vocabularies?”

T: “Some students were silent and they did not know how to respond in English. We thought, we have to use more bilingual than full English”.

R: “How about the Badanamu animated song? Whether the strategies used today are suitable to accompany Badanamu animated song?”

Co: “Yes, of course. The animated song was colorful but the teacher had to choose the appropriate song for the students.

R: “What appropriate strategies to accompany the animated song for the next meeting?”

Co: “Next week, we will learn about sports, it is better if we invite the students to go outside. We can wear shirt sport and training”.

3. Cycle I: Meeting 2: The interview was conducted on November 3, 2019

The researcher interviewed the teacher, co-teachers and supervisor:

R: Researcher
T: Teachers
Co: Co-teachers
S: Supervisor

R: “How was the teacher in teaching?”

S: “The main teacher was good. Inviting the students to go outside was a good idea because it related on the lesson. Hence, there were some highlights for the teacher”.

R: “What the evaluations for today?”

S: “It was better if the teacher gave the spelling kinds of sport in flashcards. It affected to the students’ understanding on writing the right letter. Moreover, made sure the teacher practiced the right pronunciation before teaching because the teacher made pronunciations mistake. Besides, the teacher had to memorize the song because if the teacher did not memorize the song and the movement, it affected to the students. The teacher used less English.

R: “What about students’ vocabularies? Were they improve their vocabularies?”

Co: “All of them were active in responding to what teacher said in English. The students could answer the test. They were more active in this lesson than they were in preliminary.

R: “How about the Badanamu animated song? Whether the strategies used today are suitable to accompany Badanamu animated song?”

T: “Yes, it was suitable because the teacher accompany Badanamu animated song with fun activity. They played estafet game and dancing together. The teacher showed flashcard (Kinds of sports) that related to the vocabulary on the animated song.

R: “What appropriate strategies to accompany the animated song for the next meeting?”

T: “Next week, we will learn about my family. It will be better if they make a vlog with their family members.

4. Cycle II: Meeting 1: The interview was conducted on November 17, 2019

The researcher interviewed the teacher, co-teachers and supervisor:

R: Researcher

T: Teachers

Co: Co-teachers

S: Supervisor

R: “How was the teacher in teaching?”

S: “That was good asked them to make a video with their family members as their homework. However, you could consider the duration of the activity. Whether it was effective for today or not”.

R: “What the evaluations for today?”

S: “In stick the picture with appropriate letter activity, the students had to wait for quite a time to get their turned to be asked. It was better if the main teacher involved all students when asking instead of having on-by-one turn. The main teacher should create 5 different sections helped by co-teachers. It will be faster and engaging all students, minimizing waiting time, and allowing more English exposure to the students.

R: “What about students’ vocabularies? Were they improve their vocabularies?”

Co: “All students more responsive when the main teacher gave them commands in English. They were more confident and braver than in previous meeting. The students also knew each other so, they could made a little conversations”.

R: “How about the Badanamu animated song? Whether the strategies used today are suitable to accompany Badanamu animated song?”

T: “Yes, it was suitable for the students in the class. The sitting “U” model only one row was a good idea because the students could move freely and they could watch what was happening in front of the class. It was good sang a song when gave a common command; stood up, made a circle, lined up. They seemed look happy because of the command song. The Badanamu was simple dance and lyric so, the students could imitate easily”.

R: “What appropriate strategies to accompany the animated song for the next meeting?”

Co: “We will have my feelings and emotions lesson on the next week. Prepare yourself guys. We think it is better the sitting model use “U” sitting one row on the chair and sitting on the floor”.

5. Cycle II: Meeting 2: The interview was conducted on November 24, 2019

The researcher interviewed the teacher, co-teachers and supervisor:

<p>R: Researcher</p> <p>T: Teachers</p> <p>Co: Co-teachers</p> <p>S: Supervisor</p>

R: “How was the teacher in teaching?”

S: “The way she taught in the class was good. However, you should care all students because there was a student who felt neglected”.

R: “What the evaluations for today?”

S: “I think it’s enough because you guys prepared clearly”.

R: “What about students’ vocabularies? Were they improve their vocabularies?”

T: “Yes, they improved the vocabulary because they could answer the question correctly in English and they did not show a doubt when follow the commands in English. They had conversations with their friends in English so, it showed they made improvements”.

R: “How about the Badanamu animated song? Whether the strategies used today are suitable to accompany Badanamu animated song?”

Co: “The animated songs match with the circumstance of the students in the class and that was simple”. Using both sitting model were good because the students could do the task in their chair and they could activity sitting on the floor. The circumstance also different when they sat on the floor because they more familiar with their friends. Playing playdough was good idea because it practiced the students’ motoric and made them creative.

R: “What appropriate strategies to accompany the animated song for the next meeting?”

T: “We think it is enough have 2 cycles because the students show their improvements in vocabulary. Thank you guys for your cooperation”.

Lesson I: Me and My Friends
(90 Minutes)

Skill to be emphasized: Speaking, Writing

Target Structure: My name is ... I have friends... She/he loves me.

Target Vocabulary: Girl, boy, name

Objectives:

- Students will be able to mention their name
- Students will be able to use pronoun (I, me, my)
- Students will be able to introduce themselves before their friends
- Students will be able to differentiate between boy and girl

Materials: Powerpoint, paper, ball, crayons

Characters: Teamwork, Individual

Intercultural: Hug your friends, hold your friend's hand, and kiss your friends.

Pre-lesson activity: (5 minutes)

1. Singing Opening Classroom Password
2. Checking the students' attendance
3. Double checking materials

Activity I: Warm up (15 minutes)

1. Stimulating and Introducing the lesson
 - a. Telling the students that they are going to learn about themselves and their friends.
 - b. Telling them that they have friends in the class.
 - c. Giving example about telling the teacher's friend.
2. Rolling Ball Game

The teacher plays a song. Then, the student who holds the ball when the music (ABC song) is paused has to mention her/his name.

3. The teacher shows spelling of their name.

Activity II: *Presentation (5 minutes)*

1. Singing with action / movement

The students listen, sing (or play) “five little friends”. The teacher uses power point or gestures to illustrate the action.

Five little friends

Five little friends go tap tap tap
Five little friends go clap clap clap
Five little friends go jump jump jump
Five little friends go bump bump bump
Five little friends go round and round
Five little friends fall to the ground

Four little friends go tap tap tap
Four little friends go clap clap clap
Four little friends go jump jump jump
Four little friends go bump bump bump
Four little friends go round and round
Four little friends fall to the ground

Three little friends go tap tap tap
Three little friends go clap clap clap
Three little friends go jump jump jump
Three little friends go bump bump bump
Three little friends go round and round
Three little friends fall to the ground
Three little friends go tap tap tap

Two little friends go clap clap clap
Two little friends go jump jump jump
Two little friends go bump bump bump
Two little friends go round and round
Two little friends fall to the ground

one little friend goes clap clap clap
one little friend goes jump jump jump
one little friend goes bump bump bump
one little friend goes round and round
one little friend falls to the ground

2. Teaching the song using action

The teacher uses song’s lyric line by line in order the students comprehend the meaning of the words and structure.

Activity III: *Practice (20 minutes)*

1. The teacher distributes a paper in which the students have to connect the dots. The dots shape a girl or boy.
2. The students are divided into pairs.
3. The students are coloring the picture.
4. The students have to fill in the blank below the picture.

Activity IV: *Practice (Presentation) (20 minutes)*

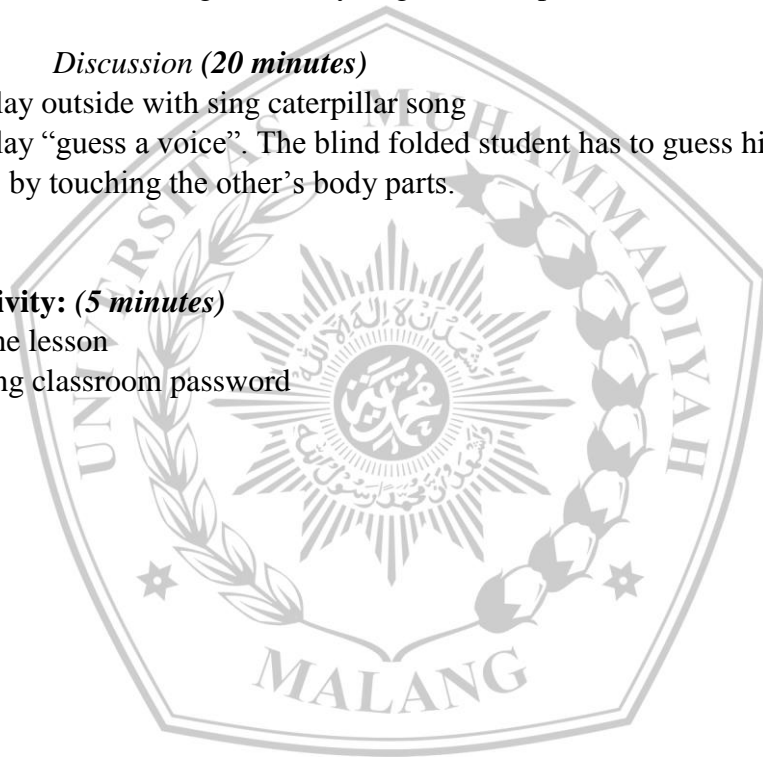
1. The students present their pictures (connecting dots) from the previous practice.
2. Each student mentions a name of the picture.
3. Each of them mentions a gender (boy or girl) to the picture.

Activity V: *Discussion (20 minutes)*

1. Students play outside with sing caterpillar song
2. Students play “guess a voice”. The blind folded student has to guess his/her friend’s name by touching the other’s body parts.

Post-Lesson Activity: (5 minutes)

1. Concluding the lesson
2. Singing closing classroom password

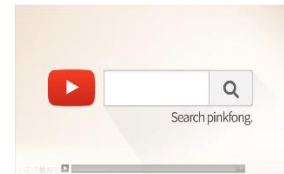


Appendix

Content of PPT



Slide 2: example of introducing ourself (Activity I)



Slide 3: abc song



Slide 4: Song for rolling the ball (rolling ball game)



Slide 5: activity II (presentation) students are dancing together with teacher



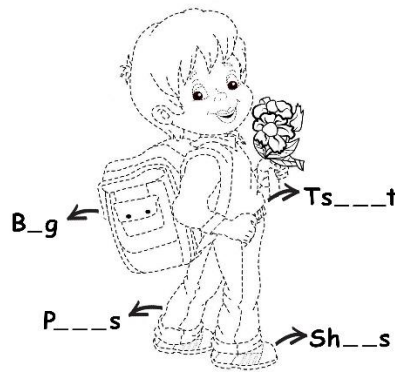
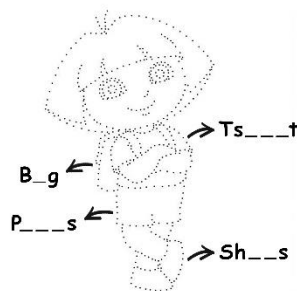
Slide 6: vocabulary

Activity III & IV:

(connecting the dots and present)

Name : _____
Class : _____

Name : _____
Class : _____



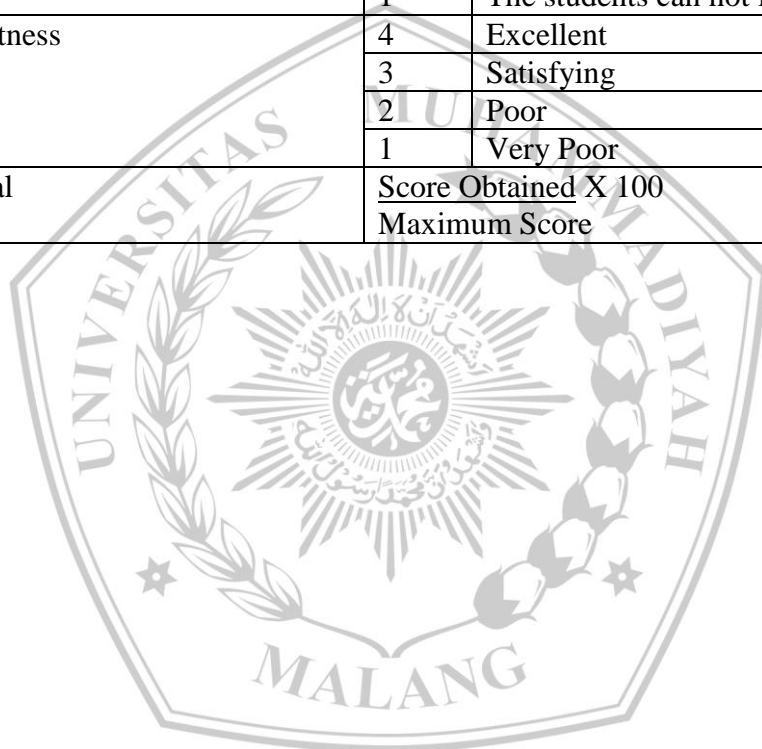
Scoring Rubric: Speaking

No	Score and Grade	DEMONSTRATED COMPETENCES	
1	EXCELLENT (A) 90-100	VU	Use a variety of vocabulary in daily activity in class
		FP	Stays on task and communicates effectively: almost always responds appropriately and always tries to develop the interaction
		PI	Pronunciation and intonation are almost always very clear/accurate
2	VERY GOOD (B+) 80-89	VU	Use a variety of vocabulary but makes some errors in word choice (class activity)
		FP	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interactions
		PI	Pronunciation and intonation are usually clear/accurate with a few problem areas
3	GOOD (B) 75-79	VU	Uses limited vocabulary and expressions
		FP	Tries to communicate but sometimes does not respond appropriately or clearly
		PI	Pronunciation and intonation errors sometimes make it difficult to understand the student
4	FAIR (C) <74	VU	Uses only basic vocabulary and expressions
		FP	Usually does not respond appropriately or clearly
		PI	Frequent problems with pronunciation and intonation

KEYWORDS	
VU	Vocabulary use
FP	Fluency and Pronunciation
PI	Pronunciation & Intonation

Scoring Rubric: Writing

No	Aspect	Score	Details
1	Spelling accuracy	4	There is no wrong spelling of word
		3	There is wrong spelling of the word but does not affect the meaning
		2	There is wrong spelling of the word and affect the meaning
		1	All of spellings of the word are wrong
2	Connect the dots	4	The students can finish it all
		3	The students finish in several parts
		2	The students finish only one part
		1	The students can not finish the dots
3	Neatness	4	Excellent
		3	Satisfying
		2	Poor
		1	Very Poor
	Total	$\frac{\text{Score Obtained} \times 100}{\text{Maximum Score}}$	



Lesson II: My Body Parts (90 Minutes)

Skill to be emphasized: Writing, Speaking

Target Structure: My Body Parts are I have (five fingers, two hands, etc.)

Target Vocabulary: Eyes, mouth, nose, ear, shoulder, hand, knees, feet, and toes.

Objectives:

- Students will be able to know parts of body
- Students will be able to name their body parts
- Students will be able to count their body parts
- Students will be able to implement their body parts based on their uses

Materials: Power point, paper, picture, and glue

Characters: Individual, Teamwork

Intercultural: Touch their body parts, hold friends' hand.

Pre-lesson activity: (5 minutes)

1. Double checking materials
2. Singing Opening Classroom Password
3. Checking the students' attendance

Activity I: Warm up (15 minutes)

1. Singing a song "Body Part" (Badanamu)
2. Introducing the lesson
 - a. Telling the students that they are going to learn about part of body
 - b. Giving example about part of body
 - c. Telling them about the function of body parts
3. Teacher Says Game

The students have to follow what the teacher says not the teacher's movement. They should pay attention to the teacher's instruction.

4. The students follow the teacher's instruction to stand up. After that, the students are introduced a song or chant entitled " Body Parts" (Badanamu)

My toes are connected to my feet
My foot is connected to my leg
My leg is connected to my knee
But where, oh where are my teeth?

My things are connected to my hips
My hips are connected to my stomach
My stomach is connected to my chest
But where, oh where are my lips?

My body is connected
Connected to my heart
And every little piece, every little piece
Is such an important part

My chest is connected to my arms
My arms are connected to my
shoulders
My shoulders connected to my neck
But where, oh where is my head

My eyes are connected to my face
My face is connected to my nose
My nose is connected to my cheeks
But wher oh where my tose

My body is connected
Connected to my heart
And every little piece, every little piece
Is such an important part

Where is my head?
Where are my toes
Where are my eyes
Above my nose

Where is my heart?
Where are my knees?
Where are my lips?
Right by my teeth

I found my head
I found my toes
I foiund my eyes
Above my nose
I found my heart
I found my knees
I found my lips
Right by my teeth

My body is connected
Connected to my heart
And evey little piece, evey little piece
Is such an important part

Activity II: *Presentation (5 minutes)*

1. Singing with action / movement

The students listen, sing (or play) "Head, Shoulders, Knees, and Toes". The teacher uses power point or gestures to illustrate the action.

Head shoulders knees and toes,
knees and toes (2x)

And eyes and ears and mouth and nose
Head shoulders knees and toes, knees
and toes

Head shoulders knees and toes,
knees and toes (2x)

And eyes and ears and mouth and nose
Head shoulders knees and toes, knees
and toes

2. Teaching the song using action

The teacher uses song's lyric line by line in order the students comprehend the meaning of the words and structure.

Activity III: *Practice (20 minutes)*

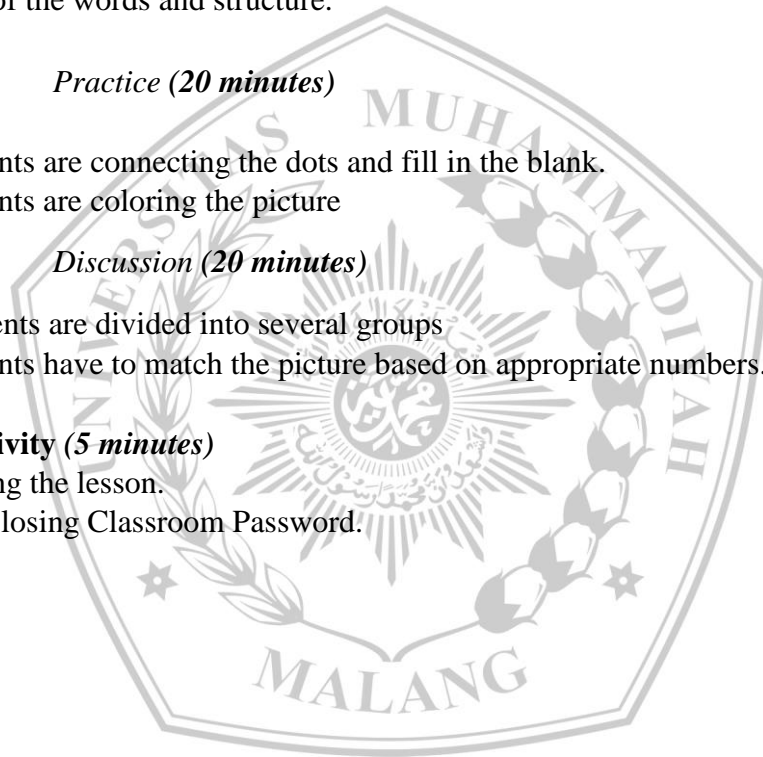
1. The students are connecting the dots and fill in the blank.
2. The students are coloring the picture

Activity IV: *Discussion (20 minutes)*

1. The Students are divided into several groups
2. The students have to match the picture based on appropriate numbers.

Post-Lesson Activity (5 minutes)

1. Concluding the lesson.
2. Singing Closing Classroom Password.



Appendix

Content of PPT

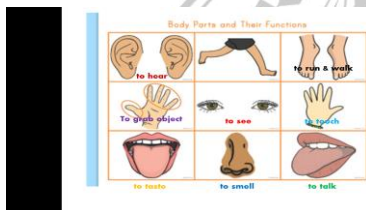


Slide 2: Title of body parts



Slide 2: Video of body part song (Activity I)

Slide 2: Picture of body parts (Activity I)



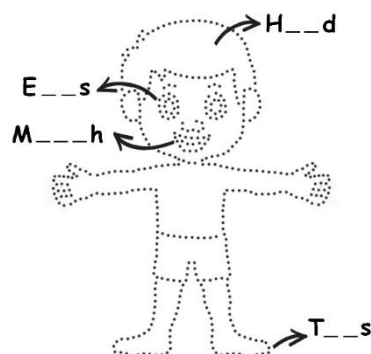
Slide 4: Function of body parts (Activity I)



Slide 5: Video of head, shoulders, knees, and toes song (Activity II)

5. Activity III:

Name : _____
Class : _____



6. Activity IV:

How Many?

name _____

- | | | | |
|--------|----------------------|---|---------|
| I have | <input type="text"/> |  | eyes |
| I have | <input type="text"/> |  | mouth |
| I have | <input type="text"/> |  | ears |
| I have | <input type="text"/> |  | fingers |
| I have | <input type="text"/> |  | legs |
| I have | <input type="text"/> |  | arms |
| I have | <input type="text"/> |  | toes |
| I have | <input type="text"/> |  | nose |

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



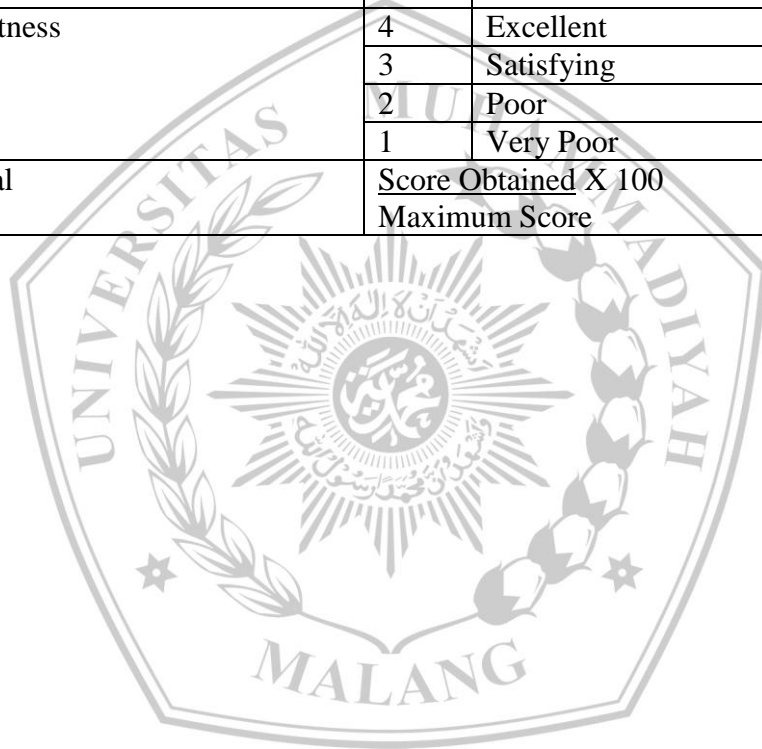
Scoring Rubric: Speaking

No	Score and Grade	DEMONSTRATED COMPETENCES	
1	EXCELLENT (A) 90-100	VU	Use a variety of vocabulary in daily activity in class
		FP	Stays on task and communicates effectively: almost always responds appropriately and always tries to develop the interaction
		PI	Pronunciation and intonation are almost always very clear/accurate
2	VERY GOOD (B+) 80-89	VU	Use a variety of vocabulary but makes some errors in word choice (class activity)
		FP	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interactions
		PI	Pronunciation and intonation are usually clear/accurate with a few problem areas
3	GOOD (B) 75-79	VU	Uses limited vocabulary and explanation
		FP	Tries to communicate but sometimes does not respond appropriately or clearly
		PI	Pronunciation and intonation errors sometimes make it difficult to understand the student
4	FAIR (C) <74	VU	Uses only basic vocabulary and expressions
		FP	Usually does not respond appropriately or clearly
		PI	Frequent problems with pronunciation and intonation

KEYWORDS	
VU	Vocabulary use
FP	Fluency and Pronunciation
PI	Pronunciation & Intonation

Scoring Rubric: Writing

No	Aspect	Score	Details
1	Spelling accuracy	4	There is no wrong spelling of word
		3	There is wrong spelling of the word but does not affect the meaning
		2	There is wrong spelling of the word and affect the meaning
		1	All of spellings of the word are wrong
2	Connect the dots	4	The students can finish it all
		3	The students finish in several parts
		2	The students finish only one part
		1	The students can not finish the dots
3	Neatness	4	Excellent
		3	Satisfying
		2	Poor
		1	Very Poor
	Total	$\frac{\text{Score Obtained} \times 100}{\text{Maximum Score}}$	



Lesson II: Sports
(90 Minutes)

Skill to be emphasized: Writing, Speaking

Target Structure: Yes or No question

Do you like playing Soccer? Do you like swimming? Yes...

No...

Target Vocabulary:

- | | |
|--------------|--------------|
| - Volleyball | - Swimming |
| - Soccer | - Basketball |
| - Running | - Tennis |
| - Bicycle | - Ballet |

Objectives:

- Students will be able to say kind of sports
- Students will be able to mention their favorite sports and the reason.
- Students will be able to describe the differences some sports based on the stuff.

Materials:

Flashcard and Songs

Characters:

Individual, Teamwork

Intercultural:

Pre-lesson activity: (5 minutes)

1. Double checking materials
2. Singing Opening Classroom Password
3. Checking the students' attendance

Activity I: Warm up (15 minutes)

1. The students mention their names by singing songs (Hello song and Introduce song).

Hi hello and how are you?

How are you? 2x

Hi hello and how are you?

How are you today

- Introduce song:

What do you think my name is

I want to know 2x

My name is Ms. Regina

You can call me Ms. Regina

2. Introducing the lesson

- a. The students guess what the lesson on their meeting
- b. The students have outdoor class. Then, they sing a song when they line up to go outside (Walking, walking song)

Activity II:

Presentation outdoor learning (20 minutes)

1. The students line up by singing a song.
2. The students warm up their bodies by using a clap song.
3. The students dance by baby shark song
4. The teacher shows flash card which kind of sports are involved
5. The students repeat the vocabulary
6. The students mention the differences some sports according to the stuffs.

Activity III:

Game (25 minutes)

1. The students mention their favorite sports by singing a song

Do you like playing sports? Yes, I do.

Can you kick and hit?

Can you bounce and catch?

Do you like playing sports? Yes, I do.

Do you like soccer? Yes, I do.

Can you kick a ball?

Do you like soccer? Yes, I do.

Do you like basketball? Yes, I do.

Can you bounce a ball?

Do you like basketball? Yes, I do.

Do you like tennis? Yes, I do.

Can you hit a ball?

Do you like tennis? Yes, I do.

Do you like baseball? Yes, I do.

Can you catch a ball?

Do you like baseball? Yes, I do.

Do you like playing sports? Yes, I do.

Can you kick and hit?

Can you bounce and catch?

Do you like playing sports? Yes, I do.

2. The students play game:

- They are divided into 4 groups
- Each group make a line
- They forward the stick to their partners' group

Activity IV:

Practice indoor learning (20 minutes)

1. The Students go back to the class
2. The students sing a song entitled "Work on our fitness" (Badanamu)

Here we go, out on the dance floor

Let's move and sing with all of our friends and

Work work, work on our fitness

Work work, like it's our business

Work work, work on our fitness

Work work, like it's our business

Turn to the left, turn to the right

Take a step back, put your hands up high

Turn to the left, turn to the right

Take a step back, put your hands up high

Shake shake, like a leaf on a tree

Shake shake, like a bumblebee

Shake shake, like a bird in the sky

Shake shake, let's exercise

Here we go, out on the dance floor
Let's move and sing with all of our
friends and

Work work, work on our fitness
Work work, like it's our business
Work work, work on our fitness
Work work, like it's our business

Turn to the left, turn to the right
Take a step back, put your hands up high
Turn to the left, turn to the right
Take a step back, put your hands up high
Shake shake, like a leaf on a tree
Shake shake, like a bumblebee
Shake shake, like a bird in the sky
Shake shake, let's exercise

Here we go, out on the dance floor
Let's move and sing with all of our
friends and

Work work, work on our fitness
Work work, work on our business
Work work, work on our fitness
Work work, like it's our business

Dance dance, move move
Shake shake, play play
Dance dance, move move

Activity V:










1. The teacher and students sing a song together with movement.
2. The students connect the dots
3. The students fill in the blank
4. The students are coloring the picture

Post-Lesson Activity (5 minutes)

3. Concluding the lesson.
4. Singing Closing Classroom Password.

Appendix:

Attachment 1 (Flash Card)

Volleyball  https://images.app.goo.gl/o3ZkAptnFyWCHBtM6	Swimming  https://images.app.goo.gl/MuyenzpCRzLbaeuS6	Basketball  https://images.app.goo.gl/cciuZZ4Lgt2dXkBM9
Soccer  https://images.app.goo.gl/sYNB5nYkeFp9JPnr9	Baseball  https://images.app.goo.gl/sNXVDe3BXwXk4K6KA	Ballet  https://images.app.goo.gl/2WVrKrJp9qUaQW9Z6
Tennis  https://images.app.goo.gl/enVH4r2DKfXxKP7YA	Running  https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwjY08Ln-	Bicycle  https://www.google.com/search?q=bicycle+cartoon&safe

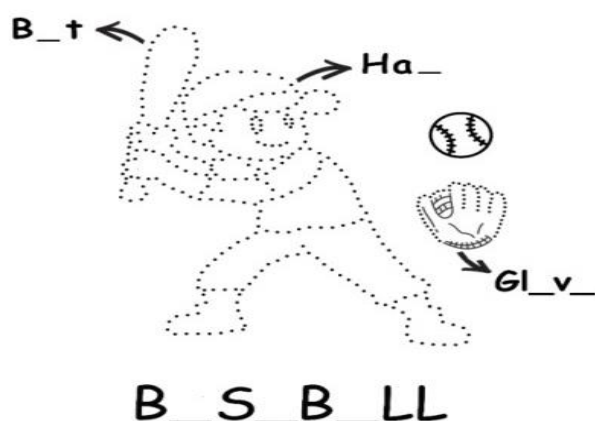
Bat and Baseball 	Hat 	Ballet shoes 	Life vest 
Basketball 	Football 	Volleyball 	Racket and Tennis ball 
Helmet 	Sport shoes 	Glove 	

Attachment 2

The students have to connect the dots and fill in the blank.

Name:

Class:



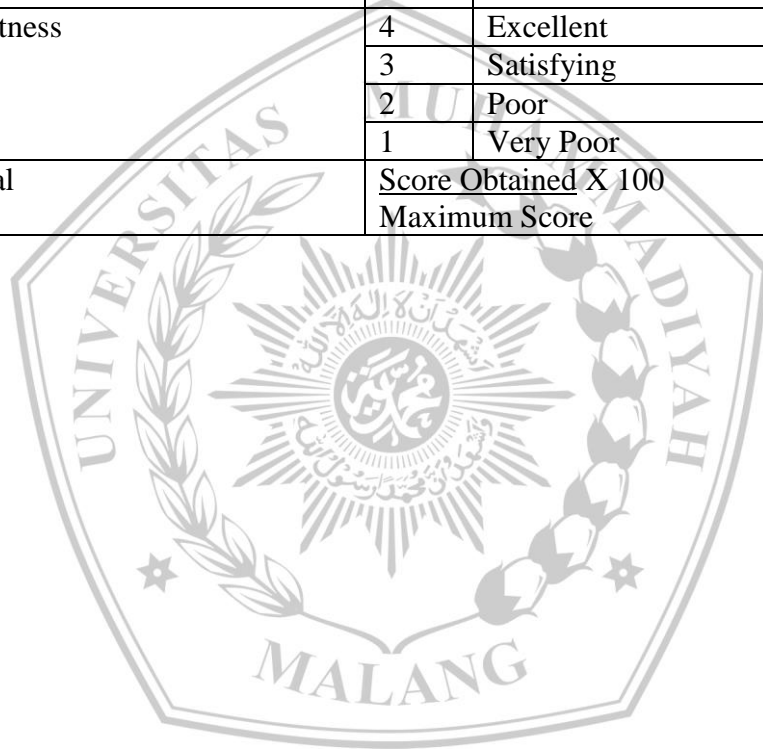
Scoring Rubric: Speaking

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KEYWORDS	
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FP	Fluency and Pronunciation
PI	Pronunciation & Intonation

Scoring Rubric: Writing

No	Aspect	Score	Details
1	Spelling accuracy	4	There is no wrong spelling of word
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		1	All of spellings of the word are wrong
2	Connect the dots	4	The students can finish it all
		3	The students finish in several parts
		2	The students finish only one part
		1	The students can not finish the dots
3	Neatness	4	Excellent
		3	Satisfying
		2	Poor
		1	Very Poor
	Total	$\frac{\text{Score Obtained} \times 100}{\text{Maximum Score}}$	



Lesson V: My Family
(90 Minutes)

Skill to be emphasized: Writing, Speaking

Target Structure: I love my family

Target Vocabulary: Father, mother sister, brother, uncle, aunt, grandfather, grandmother

Objectives:

- Students will be able to know their family members
- Students will be able to mention their family members
- Students will be able to do activity with their family

members

Materials: Powerpoint, flashcards, puzzle, paper

Characters: Individual, Teamwork

Intercultural: Students practice on how to mention their family by using English well

Pre-lesson activity: (5 minutes)

1. Double checking materials
2. Singing Opening Classroom Password
3. Checking the students' attendance

Activity I: Warm up (15 minutes)

1. Singing a song with movement "Me and My Family" (Badanamu)
2. The teacher chooses 4 volunteers to sing the song with movement
The other students have to follow their friends in front of the class.
3. The students follow the teacher's instruction to stand up. After that, all students sing the song "Me and My Family" (Badanamu) with movement.
4. Introducing the lesson
 - a. Telling the students that they are going to learn about family members

- b. Giving example about parts of family
- c. Telling them about their family members

Mommy, daddy
 Sister, brother
 Together we are a family
 Mommy, daddy
 Sister, brother
 Together we are a family
 Together we can build a snowman
 And play in the snow all day
 Mommy, daddy
 Sister, brother
 Together we are a family
 And all play in the snow all day

Activity II: *Presentation (5 minutes)*

1. The teacher shows flashcards which consist of family member
2. The teacher mentions her duties with her family members
3. The students mention their activities with their family members
4. The students have to touch the appropriate family members in flashcards
5. The teacher sing a song with movement (Badanamu animation song entitled “Together We are Family”)
6. Four students sing a song with movement in front of the class
7. The other students follow their friends

Together we are a family
 My mother brother sisters my father and me
 Together we are a family
 My mother brother sisters my father and me
 Together we go my family and I
 We make the snowman come to life
 Daddy will dress him head to toe
 Mommy will find a stone for his nose
 Come on let's go!

Together we are a family
 My mother brother sisters my father and me
 Together we are a family
 My mother brother sisters my father and me
 Big brother will help find the parts
 Little brother will create the art
 Big sister will help make the feet
 Little sister will make sure it's neat
 Come with me!

Together we are a family

My mother brother sisters my father and me

Together we are a family

My mother brother sisters my father and me

Together we are a family

My mother brother sisters my father and me

Together we are a family

My mother brother sisters my father and me

Activity III: *Practice (20 minutes)*

1. The students are divided into 7 groups which consist of 4 students in each group.
2. The students match the picture with the appropriate name of family member

Activity IV: *Practice (20 minutes)*

1. The students have to connect the dots.
2. The students have to fill in the blank.
3. The students have to color the picture.

Activity V: *Follow up (homework)*

Students have to make a video about their activities with one of their family members and they send it to the group chat. In the next meeting, the teacher will announce the winner of the video. The student who becomes a winner has to come forward and tell to the other students about their activities.

Post-Lesson Activity (5 minutes)

1. Concluding the lesson.
2. Singing Closing Classroom Password.

Appendix

4. Activity IV:

Name : _____

Class : _____



F_th_r



M_th_r



S_st_r



Br_th_r



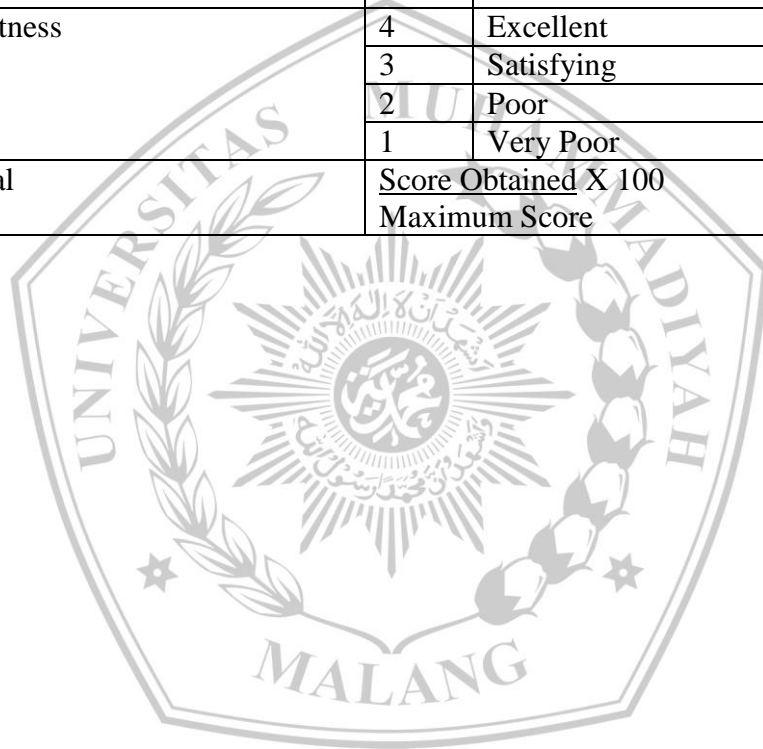
Scoring Rubric: Speaking

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		PI	Pronunciation and intonation are almost always very clear/accurate
2	VERY GOOD (B+) 80-89	VU	Use a variety of vocabulary but makes some errors in word choice (class activity)
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		PI	Pronunciation and intonation are usually clear/accurate with a few problem areas
3	GOOD (B) 75-79	VU	Uses limited vocabulary and explanation
		FP	Tries to communicate but sometimes does not respond appropriately or clearly
		PI	Pronunciation and intonation errors sometimes make it difficult to understand the student
4	FAIR (C) <74	VU	Uses only basic vocabulary and expressions
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		PI	Frequent problems with pronunciation and intonation

KEYWORDS	
VU	Vocabulary use
FP	Fluency and Pronunciation
PI	Pronunciation & Intonation

Scoring Rubric: Writing

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		1	All of spellings of the word are wrong
2	Connect the dots	4	The students can finish it all
		3	The students finish in several parts
		2	The students finish only one part
		1	The students can not finish the dots
3	Neatness	4	Excellent
		3	Satisfying
		2	Poor
		1	Very Poor
	Total	$\frac{\text{Score Obtained} \times 100}{\text{Maximum Score}}$	



Lesson VI: My Feelings and Emotions
(90 Minutes)

Skill to be emphasized: Writing, Speaking

Target Structure: I am happy

Target Vocabulary: Happy, sad, angry, smile, cry

Objectives:

- Students will be able to know feelings and emotions
- Students will be able to mention their feelings and emotions
- Students will be able to know on how to express their feelings and emotions
- Students will be able to express their feelings and emotions

Materials: Video, emoticon, playdough, board feelings and emotions

Characters: Individual, Teamwork

Intracultural: The students know familiar fruits in their lives.

Pre-lesson activity: (10 minutes)

1. Double checking materials
2. Singing Opening Classroom Password
3. Checking the students' attendance

Activity I: Warm up (15 Minutes)

1. The teacher tells the students about her feelings and emotions.
2. The students tell about their feelings.
3. The students pay attention to the emoticons that are showed by the teacher.
4. The students tell a reason for their feelings and emotions.
5. The students sing a song entitled "If you're happy and you know it" (Badanamu) with movement.

Activity II: *Presentation (10 Minutes)*

1. The students pay attention to the fruit pictures.
2. The teacher gives an example about her favorite fruits.
3. The students tell their favorite fruits and tell for their reasons.
4. The students are divided into several groups.
5. The students play Board feelings game.

Activity III: *Practice (25 Minutes)*

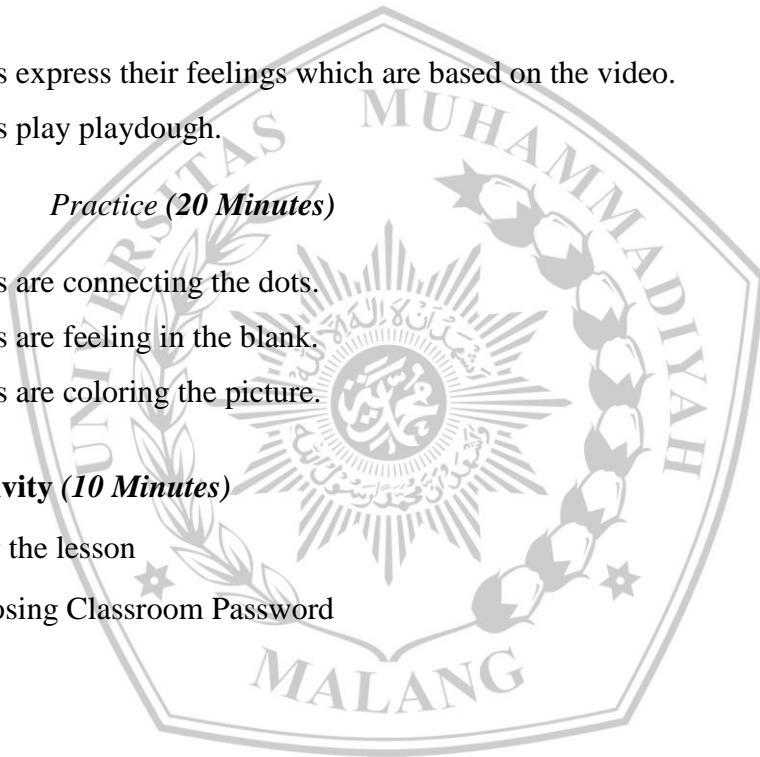
1. The students sing a song entitled “Bada’s Birthday Surprise” (Badanamu) with movement.
2. The students express their feelings which are based on the video.
3. The students play playdough.

Activity IV: *Practice (20 Minutes)*

1. The students are connecting the dots.
2. The students are feeling in the blank.
3. The students are coloring the picture.

Post-Lesson Activity (10 Minutes)

1. Concluding the lesson
2. Singing Closing Classroom Password



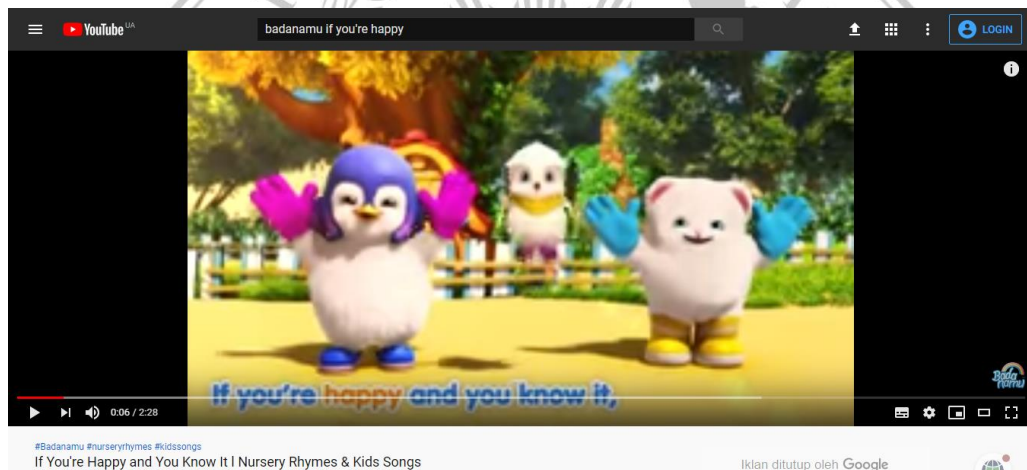
Appendix

Activity 1

Emoticon



Badanamu's Video "If You're Happy and You Know It"



Activity 2

Kind of Fruits



Activity 3

Badanamu's Video "Bada's Birthday Surprise"



Activity 4

Connecting Dots & Coloring The Picture

Name : _____
Class : _____



Scoring Rubric: Speaking

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		2	The students finish only one part
		1	The students cannot finish the dots
3	Neatness	4	Excellent
		3	Satisfying
		2	Poor
		1	Very Poor
	Total	<u>Score Obtained X 100</u> Maximum Score	

